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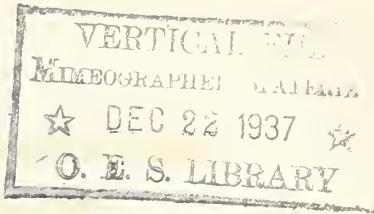
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Finney

3 THE OLDER GIRL; cas
2 Committee Report, of the Extension Section,
2 American Home Economics Association.



In accordance with present findings, the committee submits the following information:

Program objectives.

The goals established in developing extension programs best suited to the needs of the older girl cover a wide variety of detailed plans and activities which briefly stated point toward the same objectives, namely, that of helping the older girl adjust to the life about her and of preparing her to assume the personal, social, economic, civic, and home responsibilities which will fall to her at maturity.

Nature of program.

To furnish necessary and adequate preparation along homemaking lines, girls' 4-H projects have been enlarged in scope to include work on wardrobe planning, room arrangement, food budgeting, menu planning, consumer education, money management, record keeping, home lighting, home safety, human relationships, and the related management of home tasks and activities. As the girl has grown older, assuming a more responsible position in the home, more attention has been given to managerial phases, especially to those involving cooperative plans and activities with all members of the family.

Likewise, of foremost value in the development of the older girl, are self-improvement phases such as personal appearance, social etiquette, personality development, and self-management; cultural activities like appreciation of good music, good reading, art, drama, hobbies, crafts, and items having a direct civic value such as conservation of wildlife and accident prevention in the home and the community. For the most part, these form important supplementary activities in the 4-H program and are of interest to boys as well as girls.

In some instances, special attention is given also to means of aiding the older girl to earn money either to supplement the family income or to provide funds for educational purposes.

The content of other extension programs relative to the development of the older girl is similar to the 4-H program. The homemaking programs of the rural-youth groups pertain to topics like those listed above. In these groups, major emphasis is given to social and self-improvement phases, as well as to economic, cultural, vocational, and civic activities. Topics relating to civic enterprises, as for instance, cooperative buying, world trade, or some governmental question affecting home and community appear more frequently in a larger number of programs in the rural-youth groups than in 4-H programs.

Organization and program procedure.

The aforementioned objective applies to the older girl, both in and out of school, and thus the program designed to accomplish this objective must of necessity be based on individual, as well as local needs and conditions.

Relative to means of developing the 4-H program in accordance with the needs of the older girl, as distinct from that of the younger, some States have formed junior and senior divisions. In some States, the senior division has been given another name such as the 4-H Builders, 4-H Youth Extension Groups, or Service Clubs. This senior division is particularly significant when enlarging the homemaking phase and project requirements, as well as in giving special attention to social contacts and other activities, particularly suited to the older girl. In one State, individual achievement plans termed A, B, and C are suggested as guides to enable girls more efficiently to plan their individual goals in homemaking project work and activities, commensurate with their age, ability, resources, and needs. C plan is for the younger girl and suggests only a minimum amount of activity; B plan is for the intermediate age, while A plan is for the older or more advanced girl.

Regardless of the plan of organization, however, a majority of the States make some provision in their 4-H program to provide the older girl with the proper information, responsibilities, and broadened contacts which she needs for her best development. This is usually accomplished by the following means:

I. State meetings or conferences of older 4-H boys and girls.

These provide opportunity for broadened intellectual and social contact. Either a State club week or conference is held for older boys and girls, with all those attending above 15 or 16 years of age; or else some separate sessions are conducted for the older ones when all ages are included. The programs consist of subject-matter material and information having a particular significance and value for the older girl. Topics pertaining to the personal and cultural development of the older girl, vocational needs, and the social and economic life of young people, as well as to homemaking projects, are presented. At these State meetings, also, the older boys and girls usually participate in some group activity or discussion pertaining to leadership; as for instance, standards of leadership may be discussed in which certain points are established as guideposts when engaging in leadership activities.

II. County 4-H councils or county club members' organizations.

In these the older girl, as well as the older boy, assumes responsibility in the active planning and conducting of county and community group activities. These activities

ST 1627

and responsibilities organized on a county and community basis provide opportunity for broadened social contact, training in community and public service, and through contact with various other county organizations, such as Red Cross and W. P. A., opportunity to gain a better understanding of county and community conditions. In connection with county and community activities, the older girl, in cooperation with the older boy, often assists with the presentation of one-act plays, music programs, recreation programs, plans for county camps and county field days, achievement days or fairs, safety programs, conservation programs, health programs, beautification of highways, and other numerous activities.

Worthy of special mention is the work of the 4-H health committees in one State, in cooperation with the Red Cross, tuberculosis, and health associations. All community activities and services performed in the community by 4-H members are undertaken through committees such as health, recreation, finance, and membership. The health committees rendered such services as:

1. Notifying parents of crippled children's clinics.
2. Keeping a record of all corrections and improvements in health made by 4-H members in local groups.
3. Arranging 4-H health clinics. They made provision for examinations, at a special price, from club funds.

III. Developing leadership qualifications.

In addition to the above-mentioned activities, which provide many ways for the development of natural youth leadership the following methods are used to develop in the older girl, qualities of leadership, and self-management along both personal and homemaking lines:

1. Serving as an example to younger girls within own local group in conducting project work and club activities.
2. Assisting younger girls to carry on their project work, make up their records, and write their stories.
3. Serving in turn as assistant leader to local adult leader.
4. Attending conferences held for local adult leaders.
5. Attending county, district, and State leader-training meetings to obtain inspiration and training in practical forms of leadership.

6. Participating in leadership discussions at district and State meetings of older boys and girls.
7. Acting in the capacity of recreation leaders at county and community meetings.
8. Planning local and county club programs where all possibilities of program topics and activities are discussed and the selection based on the needs of the individual group.

IV. Educational development along homemaking lines.

The following teaching methods are used to present to the older girl advanced subject-matter information or material commensurate with her present interests and project activities.

1. Attendance at subject-matter conferences or training schools for local leaders. These are usually conducted by the extension subject-matter specialist.
2. Participation in individual and team demonstrations, based on up-to-date subject-matter principles and techniques as related to home surroundings, experiences of local club and individual needs.
3. Participation in judging activities to gain a better understanding of quality values and standards.
4. Participation in educational trips and tours, local, county, and State.
5. Participation in local, county, and State exhibits.
6. Participation in local, county, and State dress revues.
7. Attendance at county project days such as 4-H foods day where advanced information relating to the project is presented, usually by a subject-matter specialist. Demonstration helps and judging activities are often included in the program on these days.
8. Participation in subject-matter instruction programs at State meetings. These are usually held at the State agricultural college. The material is presented either by the extension subject-matter specialist, members of the State club staff, or others eminent in various professional fields.
9. The preparation of bulletins and literature, by subject-matter specialists and 4-H leaders, especially adapted to the interests and activities of the older girl. More literature pertaining to self-improvement and cultural phases is constantly being made available. The Social Life of Young Men and Women, a discussion outline, has been prepared by Mr. Mark Entorf and Dr. Lemo D. Rockwood, Family Life Department, Cornell University. In several States, considerable work is being done with 4-H club agents and leaders on "Understanding the adolescent boy and girl."

10. The preparation of circular letters sent to older girls by county home demonstration agents and county club agents presenting new information and ideas.
11. Attendance at special county meetings held to give demonstrations or instruction for which there is a special or immediate need.

V. Social development.

There is an obvious interest on the part of both the older boy and girl in opportunities for broader social contacts and the opportunity which these contacts afford for social self-improvement.

In addition to community meetings, county-wide banquets, county and community activities in 4-H club work, parties, picnics, and various other types of social activities, involving the development of social practices, and which provide opportunity for contacts with boys, are emphasized in the local and community club programs.

Dinner parties in which one older girl or a group of girls makes place cards and prepares meal, or parties for which the refreshments are in charge of a committee of older girls, are popular forms of social entertainment in the local club program. All kinds of recreation, particularly folk games, are popular at club meetings and community events. Social and recreational activities such as week-end hiking trips, sightseeing tours, winter sports' carnivals, snow trains, camping trips, and dinner dances are growing in popularity with groups of older boys and girls both in 4-H and in the rural-youth groups.

Much the same organization procedure is followed in the extension rural-youth groups as in 4-H with this difference noted in the organization approach. When approaching the older girl in the 4-H program, appeal is usually made on the content of the program or project. In the rural youth groups, appeal is frequently founded on the social plane. Meetings are often called socially to arrange for a study group of timely problems and factors pertaining to personal, home, and community welfare of both the older boy and girl. Other methods of organization, as in 4-H, vary with the locality. Personal visits may be made or contacts made with older boys as well as girls at fairs and various community gatherings. In the rural-youth groups in one State, informational meetings are scheduled with an adult committee to obtain suggestions, approval, and support of the rural-youth program. Additional meetings are then scheduled with the young people who will develop the rural-youth program for the county.

In the New England States all rural-youth activity is combined with the 4-H program; the 4-H club age extends upward and the program follows the same principles of growth and adjustment to individual and community

needs in relation to age, resources, and interests of older members as well as for those in the younger brackets. In this connection, the planning of programs and direction of activities by the members continue to grow so that when the young adult stage is reached, responsibility for the success of the group depends almost entirely upon the officers and the leadership established within the group rather than on an outside local leader.

In one State, the rural-youth groups have a State organization including the collegiate 4-H clubs of the college. This gives the rural youth out of school broadened contacts with others their same age, who have the advantage of higher educational opportunities, and likewise affords those who are in school active training in the realm of public leadership and service. A large percentage of both the older boys and girls who are members of rural-youth groups are former 4-H members. In one State the present membership of all rural-youth groups is former 4-H.

In one State, the family-life specialist at the college has led a discussion group on preparation for marriage and early marriage adjustment. In other counties in this same State, mixed groups have met for several discussion meetings on "understanding ourselves" and on "getting along with others."

Regular meetings are conducted by both the rural-youth and 4-H groups and follow much the same pattern. They consist chiefly of a business meeting, program, and recreation. This variation is noted, however, discussions are featured more in the rural-youth meetings while demonstrations have a larger part in the 4-H meetings. Work activity may also have a definite place in the 4-H meeting, since every 4-H girl carries a personal project. This is particularly true of the girls' project meeting held separately from a boys' meeting.

In one State, where rural-youth groups have been in existence for some years, personal projects are carried by the members. Outside speakers are scheduled more often for rural-youth meetings than in 4-H, although both groups follow the plan of having as much active participation on the part of the members as is possible. In one State, maximum emphasis is placed on the conducting of discussions and programs by the rural-youth members themselves and a minimum amount to obtaining extension agents and outside speakers to lead the discussions. In this same State, the methods of teaching in the rural-youth groups include the following:

1. County and district conferences planned as need is indicated for them by the developing programs, to demonstrate use of new material suitable for use in county programs.
2. Tours for the purpose of providing interest and new information.

3. Circular letters sent approximately once a month to farm and home advisers, presidents, and secretaries of rural-youth groups.

County program planning conferences are held every 6 months consisting of the officers of the local groups, a program planning committee from each local group, farm and home adviser, and extension specialist. The procedure in these conferences depends upon the situation in the county, usually a discussion meeting is held, led by an extension representative and a program for 6 months is outlined with definite responsibility assigned to members of the group.

State conferences for members of rural-youth groups are held annually. The programs of these conferences depend upon the situation. They are usually in the form of a group discussion with material being presented by people from the outside in addition to extension staff members. Homemaking material of a technical nature is presented to the older girl in sessions separate from those for the older boy.

Community-service activities popular with both the older girl and boy in rural youth groups are:

Leading 4-H clubs.

Sponsoring 4-H parties, camps, exhibits, rally days, achievement days, and other 4-H club events.

Providing programs for community meetings such as Farm Bureau and P. T. A.

Methods of measuring progress.

Progress of older-girl programs and activities in both the rural-youth groups and 4-H club work are measured by -

Attendance at meetings and continued interest in special activities or volunteer projects.

Reports of meetings, individual reports by members, reports by county and home demonstration agents, county club agents, and subject-matter specialists.

Program-planning meetings summarizing and evaluating the accomplishments of the preceding year in relation to planning the program for the coming year.

Leadership which grows out of the program.

Social affairs under the direction of the older girl.

Increased interest shown in community and civic affairs by the older girl.

Self-improvement of individuals.

Increased enrollment of membership.

In addition to these, other measurements in 4-H club work are through such activities as county and State exhibits and contests and dress revues.

Special groups.

Worthy of mention are several special types of older-girl activities. In one locality, a fair provides a 6-day home-economics motor trip for older girls during which visits are made to colleges and the factories of home-used products throughout the State. This trip has been in existence for 6 years.

In another section of the country, a home demonstration agent met with eight senior high-school girls to discuss the choice of a college. The girls wrote to colleges and compared the information they received on courses of study, fees, extra curricular activities, coeducational schools and schools for girls. In the discussion regarding what they wanted to get out of college, girls reported social life, meet right man, career and vocation. The girls' goals in relation to what they wanted from college were very similar to their parents' goals for them. In their discussion, the girls touched on dormitory and social life, actual college experiences, blind dates, characteristics of husband, and the type of woman they wanted to be. Their discussion brought out the wisdom in having decided what one wanted to get out of college and the relative importance of things.

Recommendations.

In the light of the above information the committee recommends:

1. That homemaking programs and activities along the lines already started be continued and further developed.
2. That the present consideration given to the development phases of any particular program topic according to the age, interests, needs, and growth of the individual be continued; as for example, topics, relative to the courtesy phase of the program may at one time deal with the correct form of introductions, a little later this phase of the program pertains to correct conduct when traveling or dining out; at one time, the clothing program may relate to school clothes, later attention is given to correct dress when applying for a position.
3. That boys be considered as belonging to these groups.

4. That all effort be made to set for boys in 4-H clubs and elsewhere the same ideals and standards of family life, homemaking, ethical, social, and civic behavior and economic evaluations as are inculcated in the girls who are likely to marry them.
5. That the program contain topics of mutual interest, when the meeting consists of both boys and girls. In a large measure, certain social, civic and economic phases and standards and ideals of family life belong in this classification, whereas the more mechanical phases of agriculture and homemaking can best be presented in separate groups.
6. That professional leaders be encouraged to train themselves to serve in this field by study and experience in vocational guidance, economics, adolescent psychology, and by achieving a broad cultural background.
7. That a special committee be appointed consisting of State home demonstration leaders, members of State club staff, and subject-matter specialists to study the homemaking program of adult home extension work, in relation to material which acquaints home extension women and mothers with the needs of adolescent youth and prepares them for leadership with the young people of their communities.

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